



# CALIFORNIA STATE BOARD OF EDUCATION

## SEPTEMBER 2004 AGENDA

### SUBJECT

Gifted and Talented Education (GATE): Approval of Local Educational Agency (LEA) Applications for Funding



Action



Information



Public Hearing

### RECOMMENDATION

Approve the 2004-05 LEA applications for GATE program funding. The list of LEAs recommended for approval is provided in Attachments 2-5.

### SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) annually approves LEA applications for GATE program funding in accordance with *Education Code (EC)* Section 52212.

### SUMMARY OF KEY ISSUES

*EC* Section 52212 authorizes the SBE to approve LEA GATE applications for one, two, three, or five years based on the quality of the LEA GATE plans. Applications were evaluated by readers in accordance with the SBE approved *Recommended Standards for Programs for Gifted and Talented Students*.

### FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal year (FY) 2004-05 state budget appropriation for the GATE program is \$44,018,000. An additional \$4,092,000 has been deferred to the 2005-06 fiscal year. The state funding includes \$404,000 for increases in average daily attendance at a rate of .95 percent and \$1,036,000 for a cost-of-living adjustment at a rate of 2.4 percent. The funding level is approximately \$8.67 per average daily attendance (a.d.a.). A total of approximately 800 LEAs will be participating in the GATE program this year.

### ATTACHMENT (S)

Attachment 1: GATE Program Funding Summary (2 Pages)

Attachment 2: GATE 2004-05 1-Year Approvals (5 Pages)

Attachment 3: GATE 2004-05 2-Year Approvals (4 Pages)

Attachment 4: GATE 2004-05 3-Year Approvals (5 Pages)

Attachment 5: GATE 2004-05 5-Year Approvals (1 Page)

Attachment 6: *Recommended Standards for Programs for Gifted and Talented Students* (8 Pages)

## **GATE PROGRAM FUNDING SUMMARY**

The FY 2004-05 state budget appropriation for the GATE Program is \$44,018,000. An additional \$4,092,000 has been deferred to the 2005-06 fiscal year. Per *EC* Section 52211, LEA GATE apportionments are calculated through a funding formula that uses the prior year's statewide a.d.a. in kindergarten and grades 1-12, reported by all participating districts at the second principal apportionment, to determine the per pupil GATE funding for each LEA. LEAs with less than 1,500 a.d.a. receive \$2,500 or not less than the amount received in FY 1998-99. No district receives less per a.d.a. than the amount it received in FY 1999-00. An additional deficit factor may be applied in order to align the GATE funding calculations with the state funding. The funding level is approximately \$8.67 per a.d.a. An estimated 800 LEAs will participate in the GATE program this year.

All LEAs new to the GATE program and ones whose approval has expired submit GATE applications to CDE in the spring. Applications are read and scored through a grant reading process by representatives from the California Association for the Gifted, LEAs, and CDE. Applications are score based upon the quality and ability of the LEAs GATE Plan to address the SBE approved *Recommended Standards for Programs for Gifted and Talented Students* (see Attachment 6). The recommended standards were adopted by the SBE in 2001.

The table below provides information regarding 360 LEAs that submitted FY 2004-05 applications. A total of 335 LEA applications are recommended for one-, two-, and three-year funding. A total of 25 LEA applications are recommended for five-year funding. Per *EC* Section 552212(b), the CDE will conduct site visits to all LEAs recommended for five year approval. It is anticipated that CDE will seek additional SBE approval for an estimated 30 LEAs at the SBE's November meeting. The additional approval will be necessary due to late or incomplete applications.

In addition, there are 409 districts with continuing applications that were previously SBE approved for two, three, and five years that will receive FY 2004-05 funding.

***LEA APPLICATIONS RECOMMENDED FOR APPROVAL***

<b>Attachment Number</b>	<b>Number of Years Approved for Funding</b>	<b>GATE Program Standards</b>	<b>Number of LEAs</b>
2	One Year	Minimum	114
3	Two Years	Commendable	91
4	Three Years	Exemplary	130
5	Five Years	Exceeds	25

**Total Number  
of LEAs**

**360**

## ***GATE 2004-05 1-Year Approvals***

<b><i>County</i></b>	<b><i>District</i></b>	<b><i>District Identified GATE Students</i></b>	<b><i>Proposed Funding for FY 2004-05</i></b>
<b><i>Alameda</i></b>	Newark Unified School District	761	\$55,615
<b><i>Alpine</i></b>	Alpine County Unified School District	5	\$2,322
<b><i>Butte</i></b>	Gridley Unified School District	220	\$14,347
	Palermo Union Elementary School District	73	\$16,843
<b><i>Colusa</i></b>	Pierce Joint Unified School District	20	\$9,843
	Williams Unified School District	62	\$16,843
<b><i>Contra Costa</i></b>	Antioch Unified School District	935	\$154,011
	Canyon Elementary School District	22	\$9,140
<b><i>El Dorado</i></b>	Black Oak Mine Unified School District	235	\$14,947
	Camino Union School District	70	\$3,777
	Lake Tahoe Unified School District	441	\$38,376
	Placerville Union Elementary School District	108	\$12,968
	Pollock Pines Elementary School District	69	\$9,095
<b><i>Fresno</i></b>	Kerman Unified School District	328	\$27,438
	Laton Unified School District	28	\$11,284
	Pacific Union Elementary School District	30	\$11,790
	Parlier Unified School District	73	\$24,637
	Sierra Unified School District	214	\$15,987
	Washington Colony Elementary School District	9	\$9,537
	West Fresno Elementary School District	50	\$16,505
	Westside Elementary School District	25	\$7,947
<b><i>Glenn</i></b>	Hamilton Union Elementary School District	25	\$9,934
<b><i>Inyo</i></b>	Big Pine Unified School District	23	\$9,934
	Bishop Union Elementary School District	50	\$16,843
	Owens Valley Unified School District	5	\$4,371

<i>County</i>	<i>District</i>	<i>District Identified GATE Students</i>	<i>Proposed Funding for FY 2004-05</i>
<i>Kern</i>			
	Bakersfield City Elementary School District	667	\$206,614
	Edison Elementary School District	38	\$16,001
	McFarland Unified School District	156	\$20,808
	Mojave Unified School District	140	\$19,404
	Rio Bravo-Greeley Elementary School District	49	\$16,505
	Southern Kern Unified School District	221	\$23,465
<i>Lake</i>			
	Konocti Unified School District	131	\$23,675
	Middletown Unified School District	173	\$14,709
	Upper Lake Union School District	49	\$12,487
<i>Lassen</i>			
	Westwood Unified School District	49	\$12,463
<i>Los Angeles</i>			
	San Marino Unified School District	890	\$24,585
	Valle Lindo Elementary School District	79	\$16,505
	William S. Hart School District	2,213	\$138,447
	Wilsona School District	80	\$15,303
	Wiseburn Elementary School District	121	\$14,617
<i>Madera</i>			
	Chawanakee Unified School District	49	\$16,843
	Golden Valley Unified School District	48	\$19,548
	Madera Unified School District	1,072	\$124,016
<i>Marin</i>			
	Kentfield Elementary School District	100	\$9,400
<i>Mendocino</i>			
	Anderson Valley Unified School District	40	\$9,107
<i>Merced</i>			
	Atwater Elementary School District	333	\$35,410
	Ballico-Cressey Elementary School District	36	\$9,432
	Delhi Unified School District	147	\$16,736
	Los Banos Unified School District	445	\$57,343
<i>Modoc</i>			
	Modoc Joint Unified School District	50	\$16,843
<i>Monterey</i>			
	Lagunita Elementary School District	8	\$3,440
	Santa Rita Union School District	140	\$20,360

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<i>Napa</i>	Pope Valley Union Elementary School District	10	\$2,322
<i>Nevada</i>	Nevada City Elementary School District	783	\$14,165
<i>Orange</i>	Magnolia Elementary School District	58	\$47,853
	Newport-Mesa Unified School District	1,339	\$166,232
<i>Placer</i>	Newcastle Elementary School District	45	\$14,148
	Ophir Elementary School District	17	\$7,747
	Roseville City Elementary School District	276	\$53,996
	Western Placer Unified School District	180	\$39,462
<i>Riverside</i>	Palo Verde Unified School District	195	\$27,116
<i>Sacramento</i>	Center Joint Unified School District	438	\$42,379
	Del Paso Heights Elementary School District	35	\$15,754
	North Sacramento Elementary School District	112	\$41,194
<i>San Bernardino</i>	Hesperia Unified School District	2,670	\$117,789
	Yucaipa-Calimesa Joint Unified School District	413	\$68,415
<i>San Joaquin</i>	New Hope Elementary School District	42	\$14,148
	Ripon Unified School District	108	\$20,755
<i>San Luis Obispo</i>	Lucia Mar Unified School District	1,198	\$80,752
	San Luis Coastal Unified School District	759	\$57,935
<i>San Mateo</i>	Belmont-Redwood Shores School District	185	\$19,002
	La Honda-Pescadero School District	50	\$16,843
	Pacifica School District	353	\$24,002
	San Mateo Union High School District	1,078	\$61,240
<i>Santa Barbara</i>	Cold Spring School District	19	\$13,176
	Hope School District	50	\$16,843
<i>Santa Clara</i>	Oak Grove Elementary School District	1,244	\$87,768

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b><i>Santa Cruz</i></b>			
	Santa Cruz City Elementary School District	182	\$20,109
	Santa Cruz City High School District	285	\$36,764
<b><i>Shasta</i></b>			
	Anderson Union High School District	350	\$16,616
	Black Butte Union Elementary School District	22	\$10,105
	Castle Rock Union Elementary School District	27	\$8,697
	Fall River Joint Unified School District	80	\$14,288
	Shasta Union High School District	1,948	\$37,942
	Whitmore Union Elementary School District	6	\$2,322
<b><i>Siskiyou</i></b>			
	Hornbrook Elementary School District	2	\$2,322
<b><i>Sonoma</i></b>			
	Harmony Union Elementary School District	50	\$16,843
	Healdsburg Unified School District	417	\$20,301
	Kenwood Elementary School District	26	\$9,934
	Twin Hills Union Elementary School District	52	\$16,843
	Waugh Elementary School District	50	\$15,700
<b><i>Stanislaus</i></b>			
	Hickman Elementary School District	100	\$7,610
	Waterford Unified School District	77	\$13,489
<b><i>Sutter</i></b>			
	Live Oak Unified School District	69	\$13,058
	Meridian Elementary School District	18	\$2,614
	Yuba City Unified School District	330	\$83,275
<b><i>Tehama</i></b>			
	Bend Elementary School District	7	\$3,931
	Corning Union Elementary School District	64	\$14,625
	Lassen View Union Elementary School District	30	\$2,322
	Mineral Elementary School District	3	\$2,322
	Plum Valley Elementary School District	6	\$2,322
	Red Bluff High School District	496	\$14,590
	Reed's Creek Elementary School District	24	\$7,947

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b><i>Tulare</i></b>			
	Exeter Union Elementary School District	112	\$13,182
	Exeter Union High School District	42	\$11,116
	Monson-Sultana Joint Union Elementary School District	46	\$10,552
	Pixley Union Elementary School District	22	\$9,537
	Porterville Unified School District	549	\$91,465
	Sundale Union Elementary School District	18	\$5,455
<b><i>Tuolumne</i></b>			
	Big Oak Flat-Groveland School District	90	\$16,169
<b><i>Ventura</i></b>			
	Mesa Union Elementary School District	50	\$13,149
	Rio Elementary School District	90	\$29,365
	Somis Union School District	45	\$8,705
<b><i>Yolo</i></b>			
	Washington Unified School District	409	\$50,254
<b><i>Yuba</i></b>			
	Plumas Elementary School District	49	\$11,322



## ***GATE 2004-05 2-Year Approvals***

<b><i>County</i></b>	<b><i>District</i></b>	<b><i>District Identified GATE Students</i></b>	<b><i>Proposed Funding for FY 2004-05</i></b>
<b><i>Alameda</i></b>			
	Castro Valley Unified School District	1,809	\$61,658
	San Leandro Unified School District	1,041	\$64,554
<b><i>Calaveras</i></b>			
	Bret Harte Union High School District	50	\$16,843
<b><i>Colusa</i></b>			
	Maxwell Unified School District	36	\$12,301
<b><i>Contra Costa</i></b>			
	John Swett Elementary School District	156	\$13,607
<b><i>Fresno</i></b>			
	American Union Elementary School District	30	\$9,264
	Fowler Unified School District	32	\$16,024
	Sanger Unified School District	157	\$53,315
<b><i>Humboldt</i></b>			
	Bridgeville Elementary School District	19	\$3,485
<b><i>Kern</i></b>			
	Buttonwillow Union School District	28	\$6,358
	Fruitvale School District	78	\$23,161
	Lamont Elementary School District	154	\$20,451
	Sierra Sands Unified School District	389	\$41,966
	Tehachapi Unified School District	313	\$33,351
<b><i>Kings</i></b>			
	Armona Union Elementary School District	34	\$16,843
	Corcoran Joint Unified School District	75	\$23,452
<b><i>Lake</i></b>			
	Lakeport Unified School District	113	\$14,335
<b><i>Lassen</i></b>			
	Janesville Union Elementary School District	38	\$9,177
<b><i>Los Angeles</i></b>			
	Compton Unified School District	732	\$235,302
	Culver City Unified School District	584	\$50,351
	El Segundo Unified School District	257	\$22,991
	Hacienda La Puente Unified School District	1,402	\$180,552
	Monrovia Unified School District	412	\$49,176

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b><i>Madera</i></b>			
	Alview-Dairyland Elementary School District	30	\$10,105
	Chowchilla Union High School District	35	\$16,843
	Coarsegold Union Elementary School District	75	\$16,843
<b><i>Marin</i></b>			
	Dixie Elementary School District	171	\$14,067
	Larkspur Elementary School District	48	\$16,843
	San Rafael City High School District	211	\$15,775
<b><i>Mendocino</i></b>			
	Fort Bragg Unified School District	68	\$14,735
	Willits Unified School District	149	\$15,291
<b><i>Merced</i></b>			
	Dos Palos-Oro Loma Joint Unified School District	237	\$20,100
	Hilmar Unified School District	78	\$17,855
<b><i>Monterey</i></b>			
	Gonzales Unified School District	202	\$17,632
	King City Joint Union High School District	50	\$15,940
	Washington Union School District	50	\$16,843
<b><i>Nevada</i></b>			
	Pleasant Ridge Union Elementary School District	87	\$14,180
<b><i>Orange</i></b>			
	La Habra City Elementary School District	311	\$48,845
	Laguna Beach Unified School District	345	\$20,232
<b><i>Placer</i></b>			
	Foresthill Union Elementary School District	50	\$16,843
	Penryn Elementary School District	45	\$9,432
	Tahoe-Truckee Joint Unified School District	314	\$33,040
<b><i>Riverside</i></b>			
	Lake Elsinore Unified School District	1,394	\$139,647
	Murrieta Valley Unified School District	942	\$117,070
	Palm Springs Unified School District	830	\$162,636
<b><i>Sacramento</i></b>			
	Elk Grove Unified School District	3,288	\$389,137
	Folsom-Cordova Unified School District	1,232	\$130,435

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b><i>San Bernardino</i></b>			
	Baker Valley Unified School District	216	\$2,322
	Bear Valley Unified School District	234	\$24,733
	Colton Joint Unified School District	1,251	\$174,077
	Rim of the World Unified School District	414	\$41,924
	San Bernardino County Office of Education	100	\$25,784
	Silver Valley Unified School District	252	\$21,360
	Trona Joint Unified School District	15	\$2,800
	Upland Unified School District	1,104	\$91,881
	Victor Valley Union High School District	563	\$57,133
<b><i>San Luis Obispo</i></b>			
	San Miguel Joint Union Elementary School District	50	\$10,721
<b><i>San Mateo</i></b>			
	Menlo Park City Elementary School District	113	\$13,830
	Redwood City School District	482	\$60,233
<b><i>Santa Barbara</i></b>			
	College School District	50	\$16,843
	Guadalupe Union Elementary School District	113	\$15,832
	Lompoc Unified School District	384	\$85,920
	Los Alamos Elementary School District	20	\$8,345
	Santa Ynez Valley Union High School District	600	\$13,214
	Solvang Elementary School District	40	\$14,821
<b><i>Santa Clara</i></b>			
	Mt. Pleasant School District	125	\$21,581
<b><i>Santa Cruz</i></b>			
	Bonny Doon Union Elementary School District	20	\$7,947
	Soquel Union Elementary School District	269	\$15,953
<b><i>Shasta</i></b>			
	Mountain Union Elementary School District	9	\$8,742
	Redding School District	145	\$27,039
<b><i>Siskiyou</i></b>			
	Bogus Elementary School District	5	\$2,322
	Butteville Union Elementary School District	15	\$2,930
	Gazelle Union Elementary School District	5	\$2,322
	Happy Camp Union Elementary School District	9	\$2,322

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b><i>Sonoma</i></b>			
	Alexander Valley Elementary School District	12	\$4,371
	Cloverdale Unified School District	128	\$13,535
	Guerneville Elementary School District	40	\$15,158
	Montgomery Elementary School District	10	\$16,843
	Roseland Elementary School District	50	\$14,677
	Wilmar Union School District	23	\$9,537
<b><i>Stanislaus</i></b>			
	Keyes Union Elementary School District	37	\$6,582
	Newman-Crows Landing School District	87	\$16,594
	Salida Union Elementary School District	137	\$23,618
<b><i>Sutter</i></b>			
	Winship Elementary School District	5	\$2,322
<b><i>Tulare</i></b>			
	Burton Elementary School District	215	\$19,932
	Cutler-Orosi Joint School District	178	\$29,859
	Tulare City Elementary School District	339	\$59,113
	Woodlake Union Elementary School District	78	\$11,982
	Woodville Elementary School District	32	\$9,095
<b><i>Ventura</i></b>			
	Santa Paula Union High School District	132	\$12,555
<b><i>Yuba</i></b>			
	Wheatland Elementary School District	59	\$11,918

## ***GATE 2004-05 3-Year Approvals***

<b><i>County</i></b>	<b><i>District</i></b>	<b><i>District Identified GATE Students</i></b>	<b><i>Proposed Funding for FY 2004-05</i></b>
<b><i>Alameda</i></b>			
	Alameda Unified School District	672	\$78,098
	Hayward Unified School District	1,640	\$178,733
	Oakland Unified School District	4,187	\$362,578
	San Lorenzo Unified School District	687	\$85,659
<b><i>Contra Costa</i></b>			
	Knightsen Elementary School District	42	\$8,870
	Liberty Union High School District	396	\$31,726
	Mt. Diablo Unified School District	3,609	\$274,454
	Oakley Union Elementary School District	385	\$32,553
	Pittsburg Unified School District	271	\$70,604
	San Ramon Valley Unified School District	1,398	\$163,464
<b><i>Del Norte</i></b>			
	Del Norte County Unified School District	574	\$30,370
<b><i>El Dorado</i></b>			
	Gold Trail Union School District	52	\$11,658
	Latrobe School District	59	\$15,834
	Mother Lode Union Elementary School District	105	\$11,995
<b><i>Fresno</i></b>			
	Golden Plains Unified School District	50	\$13,227
	Kings Canyon Unified School District	172	\$65,920
	Kingsburg Elementary Charter School	69	\$17,763
	Mendota Unified School District	106	\$15,414
	Selma Unified School District	584	\$43,848
<b><i>Humboldt</i></b>			
	Blue Lake Union Elementary School District	24	\$9,537
	Rio Dell Elementary School District	28	\$10,105
<b><i>Kings</i></b>			
	Central Union Elementary School District	72	\$15,123
	Reef-Sunset Unified School District	198	\$16,125
<b><i>Lake</i></b>			
	Lucerne Elementary School District	45	\$9,786
<b><i>Lassen</i></b>			
	Johnstonville Elementary School District	18	\$7,153
	Susanville Elementary School District	47	\$16,843

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b>Los Angeles</b>			
	Centinela Valley High School District	1,347	\$52,493
	Eastside Union School District	130	\$17,745
	El Rancho Unified School District	517	\$92,430
	Glendora Unified School District	507	\$60,215
	Gorman Elementary School District	10	\$7,153
	Hughes-Elizabeth Lakes School District	26	\$6,736
	Keppel Union Elementary School District	85	\$21,805
	Lancaster Elementary School District	961	\$114,405
	Las Virgenes Unified School District	1,631	\$91,290
	Los Nietos Elementary School District	71	\$17,931
	Lowell Joint Elementary School District	317	\$25,326
	Palmdale Elementary School District	828	\$164,138
	San Gabriel Unified School District	489	\$42,045
	Santa Monica-Malibu Unified School District	1,854	\$94,970
	South Pasadena Unified School District	468	\$31,188
	South Whittier Elementary School District	158	\$34,851
	Torrance Unified School District	225	\$188,337
	Westside Union Elementary School District	439	\$53,445
	Whittier City Elementary School District	291	\$55,444
<b>Madera</b>			
	Chowchilla Elementary School District	50	\$11,494
	Raymond-Knowles Elementary School District	10	\$3,485
<b>Marin</b>			
	Laguna Joint School District	6	\$2,322
	Lincoln School District	6	\$2,322
	Nicasio School District	6	\$2,322
	Ross Valley Elementary School District	179	\$13,558
	Sausalito Marin City School District	25	\$3,974
	Union Joint School District	6	\$2,322
<b>Mendocino</b>			
	Mendocino Unified School District	43	\$10,964
	Potter Valley Community Unified School District	25	\$7,549
<b>Merced</b>			
	Livingston Union Elementary School District	281	\$18,504
	Merced City Elementary School District	363	\$81,002
	Merced Union High School District	2,186	\$69,483

<i>County</i>	<i>District</i>	<i>District Identified GATE Students</i>	<i>Proposed Funding for FY 2004-05</i>
<i>Monterey</i>			
	Carmel Unified School District	154	\$16,286
	Greenfield Union School District	164	\$17,687
	North Monterey County Unified School District	675	\$38,055
	Pacific Grove Unified School District	133	\$14,760
<i>Napa</i>			
	Howell Mountain Elementary School District	11	\$2,322
<i>Nevada</i>			
	Pleasant Valley Elementary School District	50	\$16,337
	Ready Springs Union School District	35	\$14,821
<i>Orange</i>			
	Brea-Olinda Unified School District	536	\$46,680
	Cypress Elementary School District	313	\$36,826
	Placentia-Yorba Linda Unified School District	2,260	\$198,738
<i>Placer</i>			
	Rocklin Unified School District	762	\$63,877
<i>Riverside</i>			
	Banning Unified School District	351	\$33,113
	Jurupa Unified School District	1,141	\$150,937
	Menifee Union Elementary School District	316	\$40,859
<i>San Bernardino</i>			
	Barstow Unified School District	618	\$49,356
	Ontario-Montclair Elementary School District	850	\$204,469
	San Bernardino City Unified School District	3,400	\$405,050
	Snowline Joint Unified School District	204	\$47,078
<i>San Diego</i>			
	Cardiff Elementary School District	47	\$8,088
	Chula Vista Elementary School District	1,402	\$151,438
	Fallbrook Union Elementary School District	565	\$44,081
	Jamul-Dulzura Union School District	66	\$8,326
<i>San Francisco</i>			
	San Francisco Unified School District	7,910	\$407,701
<i>San Joaquin</i>			
	Lammersville Elementary School District	14	\$8,543
	New Jerusalem School District	28	\$9,605
<i>San Luis Obispo</i>			
	Pleasant Valley Joint Union Elementary School District	19	\$3,921
	Templeton Unified School District	483	\$19,984

<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b><i>San Mateo</i></b>			
	Bayshore School District	50	\$2,916
	Brisbane Elementary School District	50	\$14,316
	Jefferson Union High School District	600	\$43,000
	San Mateo-Foster City School District	1,032	\$76,003
<b><i>Santa Barbara</i></b>			
	Los Olivos Elementary School District	63	\$16,843
	Santa Maria Joint Union High School District	600	\$46,510
<b><i>Santa Clara</i></b>			
	Campbell Union High School District	670	\$54,632
	Franklin-McKinley Elementary School District	885	\$74,981
	Lakeside Joint Elementary School District	19	\$7,947
	Luther Burbank School District	22	\$13,477
	Milpitas Unified School District	839	\$71,811
	Moreland Elementary School District	642	\$33,476
	Mountain View-Whisman School District	405	\$34,000
<b><i>Santa Cruz</i></b>			
	San Lorenzo Valley Unified School District	482	\$23,817
<b><i>Shasta</i></b>			
	Columbia Elementary School District	47	\$15,496
	Igo-Ono-Platina Union School District	5	\$5,166
	Pacheco Union Elementary School District	49	\$16,843
	Shasta Union Elementary School District	24	\$12,632
<b><i>Siskiyou</i></b>			
	Yreka Union High School District	23	\$8,252
<b><i>Solano</i></b>			
	Vallejo City Unified School District	1,012	\$139,477
<b><i>Sonoma</i></b>			
	Gravenstein School District	147	\$16,843
	Horicon Elementary School District	8	\$7,549
	Oak Grove Union Elementary School District	73	\$16,843
	Old Adobe Union Elementary School District	74	\$15,149
	Petaluma City Elementary School District	102	\$16,014
	Petaluma Joint Union High School District	570	\$40,981
	Piner-Olivet Union School District	50	\$11,857
	Wright Elementary School District	50	\$16,843



<b>County</b>	<b>District</b>	<b>District Identified GATE Students</b>	<b>Proposed Funding for FY 2004-05</b>
<b>Stanislaus</b>			
	Chatom Union Elementary School District	33	\$13,475
	Denair Unified School District	56	\$9,769
	Empire Union Elementary School District	256	\$31,474
	Oakdale Unified School District	368	\$35,308
	Stanislaus Union Elementary School District	158	\$24,730
	Turlock Unified School District	244	\$95,257
<b>Sutter</b>			
	Browns Elementary School District	10	\$4,357
	East Nicolaus High School District	39	\$9,135
<b>Tehama</b>			
	Flournoy Union School District	6	\$2,322
	Red Bluff Union Elementary School District	67	\$16,945
	Richfield Elementary School District	42	\$9,432
<b>Tulare</b>			
	Earlimart School District	124	\$12,433
	Visalia Unified School District	2,386	\$183,105
	Woodlake Union High School District	71	\$15,158
<b>Ventura</b>			
	Fillmore Unified School District	190	\$28,965
	Hueneme Elementary School District	681	\$65,126
	Simi Valley Unified School District	1,652	\$162,161
<b>Yolo</b>			
	Esparto Unified School District	51	\$6,056

## ***GATE 2004-05 5-Year Approvals***

(Pending site validation by the Department)

<b><i>County</i></b>	<b><i>District</i></b>	<b><i>District Identified GATE Students</i></b>	<b><i>Proposed Funding for FY 2004-05</i></b>
<b><i>Contra Costa</i></b>			
	Moraga Elementary School District	150	\$15,278
<b><i>Los Angeles</i></b>			
	Azusa Unified School District	559	\$92,741
	Charter Oak Unified School District	376	\$53,082
	Garvey Elementary School District	215	\$52,242
	Lennox School District	451	\$53,181
	Mountain View Elementary School District	296	\$79,179
	Saugus Union Elementary School District	662	\$76,343
<b><i>Marin</i></b>			
	Reed Union Elementary School District	38	\$10,226
<b><i>Orange</i></b>			
	Buena Park School District	233	\$44,179
	Ocean View School District	345	\$76,807
<b><i>Riverside</i></b>			
	Alvord Unified School District	671	\$141,560
<b><i>Sacramento</i></b>			
	Grant Joint Union High School District	678	\$89,468
<b><i>San Benito</i></b>			
	Hollister School District	289	\$46,640
<b><i>San Joaquin</i></b>			
	Lincoln Unified School District	411	\$65,652
<b><i>San Luis Obispo</i></b>			
	Atascadero Unified School District	660	\$42,552
<b><i>Solano</i></b>			
	Travis Unified School District	218	\$40,012
	Vacaville Unified School District	772	\$104,320
<b><i>Trinity</i></b>			
	Burnt Ranch Elementary School District	11	\$2,322
	Coffee Creek School District	2	\$2,322
	Cox Bar Elementary School District	2	\$2,322
	Douglas City Elementary School District	11	\$5,960
	Lewiston Elementary School District	7	\$2,834
	Mountain Valley Union School District	31	\$16,505
	Weaverville Elementary School District	48	\$15,496
<b><i>Ventura</i></b>			
	Moorpark Unified School District	550	\$58,701
<b><i>Yuba</i></b>			
	Marysville Joint Unified School District	628	\$70,611

## Recommended Standards for Programs for Gifted and Talented Students

**For one year approval, standards in the first column should be in place. For a two year approval, standards in both column one and column two should be in place. When standards in all three columns are in place, districts may expect a three year approval. Each level should show increasing quality.**

**Section 1: Program Design** Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students and based on philosophical, theoretical, and empirical support. **(EC 52205d and 52206a)**

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learner		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. The plan includes an intellectual component with objectives that meet or exceed state academic content standards.</li> <li>b. The plan incorporates expert knowledge, is approved by the local Board of Education and is available.</li> <li>c. The plan aligns with the available resources of the schools, staff, parents and community.</li> <li>d. A GATE advisory committee representing educators, community members and parents is formed to support the needs of the program.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms.</li> <li>b. Participation in the program is not limited by other problems of logistics.</li> <li>c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.</li> </ul>
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools.</li> <li>b. The program provides services that are an integral part of the school day.</li> <li>c. The program provides for continuous progress and intellectual peer interaction.</li> <li>d. The program provides for flexible grouping in the classroom to meet student needs and abilities.</li> <li>e. Children in grades K-2 are served even if not formally identified.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. The program structure and delivery of services provide a balance between cognitive and affective learning.</li> </ul>
1:3 The program is articulated with the general education programs.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. The program provides continuity within the gifted program and with the general education program.</li> <li>b. A coordinator is designated and responsible for all aspects of the program.</li> <li>c. The program involves the home and community.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12.</li> <li>b. The program provides support services including counselors and consultants.</li> </ul>

**Section 2: Identification** The district's identification procedures are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria. (**EC 52202: Title 5 Regulations, Section 3822**)

2:1 The nomination/referral process is ongoing and includes students K-12.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</li> <li>b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</li> <li>c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</li> <li>d. Students may be nominated for participation more than once.</li> <li>e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel.</li> <li>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</li> </ul>	<b>Exemplary Standards: Three year approval</b>
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</li> <li>b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</li> <li>c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.</li> <li>d. Transfer students are considered for identification and placement in a timely manner.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The identification tools used are reflective of the district's population.</li> <li>b. The district makes timely changes in identification tools and procedures based on the most current research.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</li> <li>b. The diversity of the district's student population is increasingly reflected in the district GATE population.</li> </ul>
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</li> <li>b. Upon parent request the district provides identification information the parent may take to a new school or district.</li> <li>c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</li> </ul>	<b>Exemplary Standards: Three year approval</b>

services to individuals may vary from year to year.		
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**Section 3: Curriculum and Instruction** Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (*EC 52206a and 52206b*)

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.</li> <li>b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.</li> <li>c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).</li> <li>d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.</li> <li>b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.</li> <li>c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.</li> </ul>
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day.</li> <li>b. The differentiated curriculum is taught with appropriate instructional models.</li> <li>c. The differentiated curriculum is supported by appropriate materials and technology.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</li> <li>b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.</li> <li>c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.</li> </ul>

**Section 4: Social and Emotional Development** Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. **(EC 52212a1)**

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</li> <li>b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</li> <li>b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</li> <li>b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home or in the community.</li> </ul>
4:2 At risk gifted students are monitored and provided support ( e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</li> <li>b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.</li> <li>c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.</li> <li>d. Information and support are made available to parents regarding at-risk gifted students.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. At risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.</li> </ul>

**Section 5: Professional Development** Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. **(EC 52212a1)**

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program.</li> <li>b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</li> <li>c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.</li> <li>b. A district process to qualify teachers to teach gifted students is in place.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. A district professional development plan to accommodate different levels of teacher competency is in place.</li> </ul>
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. Teachers in the program have education and/or experience in teaching gifted students or are insured opportunities to gain or continue such knowledge and experience.</li> <li>b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</li> <li>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</li> <li>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.</li> <li>b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</li> <li>c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.</li> <li>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</li> </ul>



**Section 6: Parent & Community Involvement** Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. **(EC 52205 2f)**

6:1 Open communication with parents and the community is maintained.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided.</li> <li>b. The district's state application is available to parents and the community.</li> <li>c. GATE parents are involved in the ongoing planning and evaluation of the GATE program.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</li> <li>b. The products and achievements of gifted students are shared with parents in a variety of ways.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. Parents are involved in the development of the application and/or school site plans related to GATE programs.</li> <li>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</li> <li>c. Partnerships between the GATE program and business and community organizations are established.</li> </ul>
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.</li> <li>b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.</li> <li>c. Efforts are made to insure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. A parent member of the GATE advisory committee cosigns the district's state application.</li> <li>b. Parents participate in the GATE advisory committee which meets on a regular basis.</li> <li>c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</li> <li>d. The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education.</li> <li>e. The district GATE coordinator and the district GATE advisory committee solicit community support.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.</li> </ul>

**Section 7: Program Assessment** Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. **(EC 52212a1)**

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<b>Minimum Standards: One year approval</b> <ul style="list-style-type: none"> <li>a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.</li> <li>b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose.</li> <li>c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.</li> </ul>	<b>Commendable Standards: Two year approval</b> <ul style="list-style-type: none"> <li>a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.</li> <li>b. The program contains a clear description of performance expectations of gifted students defined at each grade level.</li> <li>c. Criteria for levels of performance or rubrics are used as part of the assessment process.</li> <li>d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.</li> <li>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.</li> <li>f. Districts provide sufficient resources to fund program assessment.</li> </ul>	<b>Exemplary Standards: Three year approval</b> <ul style="list-style-type: none"> <li>a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</li> <li>b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.</li> <li>c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</li> </ul>

**Section 8: Budgets** District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (*EC 52209, 52212a1,2,3*)

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p><b>Minimum Standards: One year approval</b></p> <ul style="list-style-type: none"> <li>a. Gate funds and/or funding sources are used to address: <ul style="list-style-type: none"> <li>• professional development</li> <li>• direct student services</li> <li>• district level coordination</li> <li>• GATE student identification process</li> </ul> </li> <li>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</li> <li>c. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.</li> <li>d. Carry-over monies are minimal and maintained within the district GATE accounts.</li> <li>e. Indirect costs do not exceed state limitations.</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <ul style="list-style-type: none"> <li>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and Gate plan.</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <ul style="list-style-type: none"> <li>a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</li> </ul>